

TIERED LICENSURE

April 14, 2014
Meeting



RECOMMENDATION FROM TASK FORCE FOR IMPROVING EDUCATION

“Evaluations based upon the Framework for Teaching (FfT) will begin in pre-service and continue throughout a teacher’s career. This performance assessment would be supported by multiple artifacts and evidence of the candidate’s practice. An additional recommended measure of candidate effectiveness should be the candidate’s ability to develop student learning objectives in order to assess student growth over the period of the candidate’s clinical practice. These performance-based measures shall result in the development of an ongoing Individualized Professional Learning Plan (IPLP) created in partnership with the candidate’s cooperating teacher and university supervisor. This plan (IPLP) will be submitted to the State Department of Education, along with the candidate’s scores in the 22 components of the FfT, to inform required professional development and would also be collected as part of the state’s longitudinal database on teacher performance and IHE performance. These documents will be required in order to apply for initial, novice licensure. Upon being recommended for initial licensure, a **NOVICE LICENSE** (three-year license, non-renewable after 6 years) would be issued. ”

-Task Force for Improving Education Report,
Sept. 6, 2013



INITIAL LICENSURE

For the purposes of entering Initial Licensure, the committee believes the summative evaluation should include:

- A rating of “2” or “Basic” or better on all components of the Framework for Teaching evaluation, with strategies for teaching the Idaho Core Standards and effective use of data
- Evidence of student achievement, using student learning objectives

These measures will result in an individualized learning plan that must be submitted to the state with the institution recommendation for initial licensure.



RECOMMENDATION FROM TASK FORCE FOR IMPROVING EDUCATION

“Novice teachers could apply for a PROFESSIONAL LICENSE (five-year license, renewable dependent upon performance) after 3 years from the time of initial licensure. This part of professional licensure performance assessment would be supported by multiple artifacts and evidence of the teacher’s practice. An additional measure of effectiveness proposed would be the teacher’s ability to develop student learning objectives in order to assess student growth over the period of the candidate’s clinical practice. Standardized state tests would also be considered as part of teacher performance.”

-Task Force for Improving Education Report,
Sept. 6, 2013



PROFESSIONAL LICENSURE

In order to convert to a Professional License, the teacher must:

- Provide an evaluation, by a trained evaluator, with a rating of “3” or “Proficient” or better in all 22 components of the Danielson Framework
- Complete an Individualized Professional Learning Plan (IPLP) connected to an evaluation
- Demonstrate proficiency in the four domains through a portfolio
- Demonstrate positive student achievement through a student learning objective or some other type of assessment



TODAY'S AGENDA

- Finalize details of Professional Licensure
 - How many years of a rating of “3” or better is required?
 - What is the definition of “proficient” when it comes to the portfolio?
 - What is the definition of “positive student achievement” when it comes to SLOs and statewide standardized tests?
 - Who signs off on each component (i.e. district or state)?
 - If a teacher doesn't convert at the end of Year 3, can they apply yearly to convert or after another 3 year block?
- Work on requirements for Master Licensure



STUDENT ACHIEVEMENT IN TEACHER EVALUATIONS

“(03) Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees.”



RECOMMENDATION FROM TASK FORCE FOR IMPROVING EDUCATION

“After 5 years with a PROFESSIONAL LICENSE, a teacher may apply to be considered for a MASTER TEACHER LICENSE (five-year license, renewable dependent upon performance). This part of the professional licensure performance assessment will be supported by multiple artifacts and evidence of the teacher’s practice. An additional measure of effectiveness proposed would be the candidate’s ability to develop student learning objectives in order to show student growth. Standardized state tests would also be considered as part of teacher performance.”

-Task Force for Improving Education Report,
Sept. 6, 2013



OHIO

Tier 4
Lead Professional
(5 year, renewable)

Tier 3
Senior Professional
(5 year, renewable)

Tier 2
Professional
(5 year, renewable)

Tier 1
Resident Educator
(4 Year, non-renewable)



OHIO

■ Senior Professional

A Degree Requirement	B Experience	C Demonstration of Practice at the Accomplished/ Distinguished Level
<ul style="list-style-type: none"> Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which: At least five years are under a professional/permanent license/certificate 	<ul style="list-style-type: none"> Successful completion of the Master Teacher Portfolio

■ Lead Professional Educator License

A Degree Requirement	B Experience	C Demonstration of Practice at the Accomplished/ Distinguished Level	
<ul style="list-style-type: none"> Master's degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by ORC, of which: At least five years are under a professional/permanent license/certificate 	<ul style="list-style-type: none"> Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio OR; 	<ul style="list-style-type: none"> Hold active NBC (National Board Certification)

OHIO

MASTER TEACHER PORTFOLIO

■ Section 1- Candidate Information

- Name, School District, Current Assignment, Teaching Certificate Number, Area(s) of Licensure, Total Number of Years Teaching, Degrees Earned, Date Submitted

■ Section 2- Written Narrative

- Consistent Leadership
- Focused Collaborative Efforts
- A Focus on Students and Environment
- A Focus on Content, Instruction, and Assessment.
- Professional Growth

■ Scored by District Master Teacher Committee



NEW MEXICO

Tier 3
Instructional Leader
(9 Year, Renewable)

Tier 2
Professional Teacher
(9 Year, Renewable)

Tier 1
Provision Teacher
(3 Year)



NEW MEXICO

■ Instructional Leader

- Eligible after three years at Professional Teacher
- Master's degree
- Demonstrate increased teaching competencies on Professional Development Dossier OR National Board Certification



NEW MEXICO

EVIDENCE OF COMPETENCE

STRAND A INSTRUCTION	<u>NM Teacher Competency I</u> Knowledge of Content & Curriculum	<u>NM Teacher Competency II</u> Teaching Methods & Resources	<u>NM Teacher Competency V</u> Assessment Techniques& Procedures	
STRAND B STUDENT LEARNING	<u>NM Teacher Competency III</u> Student Communication & Feedback	<u>NM Teacher Competency IV</u> Knowledge of Student Growth & Development	<u>NM Teacher Competency VI</u> Classroom Management & Environment	<u>NM Teacher Competency VII</u> Student Diversity
STRAND C PROFESSIONAL LEARNING	<u>NM Teacher Competency VIII</u> Change Agency	<u>NM Teacher Competency IX</u> Collaboration with Colleagues, Parents & Community	<div>Teacher's Professional Development Dossier (PDD) Must Include Evidence From All Five Strands</div>	
STRAND D VERIFICATION	Advancement to From LI to LII: Verification of Mentorship	Advancement from LII to LIII-A: Verification of Leadership Role(s)		
STRAND E EVALUATIONS	Annual Evaluations (Principal)	Licensure Renewal (Every 9 years for Level II & Level III-A) (Superintendent)		

NEW MEXICO

STRAND A: Instruction Competencies 1, 2, and 5

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area.	C. Communicates accurately in the content area and can create multiple paths to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

IDAHO CONSULTING TEACHER LEADER ENDORSEMENT

“Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP).”

